

DISTRICT SCHOOL JOURNAL,

FOR THE STATE OF NEW-YORK.

VOL. I.] PROMOTE, AS AN OBJECT OF PRIMARY IMPORTANCE, INSTITUTIONS FOR THE GENERAL DIFFUSION OF KNOWLEDGE.—WASHINGTON. [NO. 10.

PUBLISHED MONTHLY.

GENEVA, FEBRUARY 1, 1841.

50 CENTS PER ANNUM.

DISTRICT SCHOOL JOURNAL.

EDITED AND PUBLISHED BY

FRANCIS DWIGHT.

TERMS OF SUBSCRIPTION.—For a single copy Fifty Cents per annum, payable in all cases in advance.

STOW & FRAZER, Printers, Main-st. Geneva.

TO THE VISITERS OF COMMON SCHOOLS, heretofore appointed by the Superintendent.

THE great benefits derived from the examination of the Schools by the Visitors who performed that duty the last year, have been so signal and manifest, that the Superintendent would earnestly and respectfully request the gentlemen already appointed for that purpose, to renew their inspections during the present year. A copy of the Reports of the Visitors will be forwarded by the 1st of July, to the respective County Clerks, addressed to each Visitor who subscribed any report, which will be delivered on application at the Clerks. These reports will suggest new subjects of enquiry, and, frequently, improved modes of conducting the examinations, and stating the results.

It is also respectfully suggested to the respective Visitors, that by drawing up the results of their observation for the present year, in a series of connected remarks, instead of a tabular form, in the mode adopted in the Abstracts given in the Report, as nearly as may be, much time and labor will be saved, as well to themselves, as to this Department.

Where there are any vacancies in the Boards, or where it would be advisable to increase the number, additional appointments will be made upon the representation of the Board, or of any of the Visitors.

In the following Counties, no Visitors have as yet been appointed, from the want of proper information respecting the persons who would be suitable and willing to act: Allegany, Chautauque, Chemung, Fulton, Hamilton, Lewis, Madison, Rockland, Sullivan, Warren, Wayne and Yates.

In the following Counties, Visitors have been appointed, but not a sufficient number to visit all the Schools: Broome, Cattaraugus, Chenango, Otsego, Rensselaer, Columbia, Delaware, Essex, Franklin, Greene, Jefferson, Montgomery, Niagara, Oneida, Otsego, Ontario, Oswego, St. Lawrence, Ulster and Washington.

The Superintendent will be happy to avail himself of any information which may be given by gentlemen in the above named Counties, to enable him to appoint the necessary Visitors for those Counties. It is hoped that a consideration of the great advantages which must result to the Schools, and to the successful operation of the system, by the prompt inspection of gentlemen of known character and intelligence, will induce all who feel an interest in a subject of such vital importance, to take the necessary measures to have full Boards of Visitors appointed for their Counties, and will influence those who may be selected to undertake the task.

JOHN C. SPENCER, Superintendent.

Office of Superintendent of Com Schools,
ALBANY, June 18, 1840.

SUPERINTENDENT'S DECISIONS, &c.

When a certificate of qualification expires during the term for which a teacher is engaged, it must be renewed before he can receive any portion of the public money.

In reference to the decision of Mr. Flagg in the case of Clifton Park, page 92 of Decisions, I think it should receive this qualification, that where the certificate expires during the term for which a teacher is engaged, he must procure a renewal of it from the Inspectors, before any money can be paid to him.—The certificate is limited in its duration for the purpose of subjecting the teacher to a further examination, and particularly to ascertain whether his moral qualifications remain as they were. The allowing a certificate to expire, is therefore *prima facie* evidence of its being annulled, as that is one mode of doing it. This presumption should in all cases be rebutted by the production of a new certificate or the renewal of the old one, before any money is paid to the teacher holding such expired certificates.

Given under my hand and the seal of office of the Secretary of State.

JOHN C. SPENCER.

Duty of Inspectors in Examination of Teachers.

The examination of candidates for teachers, should in all cases be thorough and strict; and no certificate should be given unless the Inspectors are satisfied as to all the qualifications required by law. The certificate cannot be given for any particular district, but when given it authorizes the teachers to teach in any school in the town during the year.—The standard of qualification should be the same in all the schools; and if a proper arrangement of school districts throughout the town is made by the com-

missioners, with the aid of the large amount of public money now distributed, there can be no very great difficulty in maintaining good schools at least for four months in each year, if the inhabitants are disposed to do so.

Given under my hand and the seal of office of the Secretary of State.

JOHN C. SPENCER.

Associations formed under the General Banking Law cannot be taxed as corporations. They are to be regarded as limited partnerships only: and the individual property of the partners, real and personal, taxed as in other cases.

I have heretofore held in reply to a communication addressed to me from another source on the same subject, that the Associations formed under the General Banking Law, are not corporations, and are therefore not liable to taxation in that capacity. My opinion is that they can only be regarded as limited partnerships, and the property of the partners taxed as in other cases, i. e. real and personal property to the residents of the districts only for such real estate as is cultivated and improved by them in the district, &c.

I suppose the question to be still an open one in the courts: the late opinion of the Supreme Court having, as it is understood, been removed to the Court for the Correction of Errors, and not yet definitely passed upon.* The safer course will undoubtedly be, to refrain from taxing such Associations in their corporate capacity. A final decision, however, upon this point, so far as this department is concerned, can only be had upon a formal appeal.

Given under my hand and the seal of office of the Secretary of State.

JOHN C. SPENCER.

* The Court for the Correction of Errors have recently decided that these Associations are not corporations, within the meaning of the Constitution requiring the concurrence of two-thirds of the members elected to each branch of the Legislature, to the Act authorizing their Association. This decision is supposed to sustain the principle first urged by the Superintendent in the above case.

COUNTY SCHOOL ORGANIZATION.

[The importance of the subject now before the legislature and the deep interest felt in the result of its deliberations, renders it proper to republish the following brief but comprehensive statement of the views of the Superintendent on this proposed amendment of our School system.]

1. The abolition of the office of town inspector. The Superintendent is constrained to express his concurrence in the opinion expressed by several of the boards of visitors, that the office of town inspector of schools is unnecessary, and rather an incumbrance on the administration of the system. The observations already made show the lamentable deficiency of these officers in the performance of their peculiar duty, that of visiting the schools. Although some of them are exact and faithful in the examination of teachers, yet, generally speaking, they are too accommodating to the wishes of trustees and inhabitants of districts, in granting certificates of qualification to incompetent teachers, whose chief recommendation consists in the cheap terms upon which they are willing to be employed. It is believed that if the whole duty and responsibility of licensing teachers and visiting schools should be devolved upon the commissioners, which would be the result of abolishing the office of inspectors, the law in relation to the qualifications of teachers would be better executed, and the schools more thoroughly visited than under the present system. All inconvenience could be obviated, by the commissioners' appointing regular times of meeting in different parts of the town for the purpose of examining teachers.
2. The appointment of deputy superintendents for each county.

It is believed that this would have a beneficial effect upon every branch of the administration of the common school system. The extent of the State;

the large number of districts, amounting to nearly eleven thousand; the constant correspondence required by their necessities and difficulties; the decision of appeals and the performance of official duties devolved on the Secretary of State, renders it utterly impossible for him to bestow any personal attention to the schools. It would be idle to expatiate on the advantages of such attention by an officer specially employed for that purpose. The number of districts in a county would generally afford sufficient employment for one person, and there would be few instances in which more than one would be necessary. He could personally visit the schools, give counsel and instruction as to their management, discover and correct errors, animate the exertions of teachers, trustees and inhabitants, and impart vigor to the whole system. He should be authorized to annul the license of any incompetent teacher subject to an appeal to the State Superintendent. As to the mode of his appointment, the whole utility of the scheme would depend upon his being responsible to another tribunal, and yet independent of those fluctuations which would attend any mode of election. The compensation might be regulated by the Legislature, founded on the number of school districts in the county. As to the mode of paying the compensation, it might be made a county charge, either wholly or in part; and if in part, a portion of it might be supplied from the surplus revenue of the U. S. Deposit Fund.

EXTRACT FROM A LECTURE ON EDUCATION.

BY HORACE MANN,

Secretary of the Massachusetts Board of Education.

(Continued.)

"Before noticing some particulars, in which a common channel for receiving and disseminating information, may subserve the prosperity of our Common Schools, allow me to premise, that there is one rule, which, in all places and in all forms of education, should be held as primary, paramount, and, as far as possible, exclusive. Acquisition and pleasure should go hand in hand. They should never part company. The pleasure of acquiring should be the incitement to acquire. A child is wholly incapable of appreciating the ultimate value or uses of knowledge. In its early beginnings, the motive of general, future utility will be urged in vain. Tell an abecedarian, as an inducement to learn his letters, of the sublimities of poetry and eloquence, that may be wrought out of the alphabet; and to him it is not so good as moonshine. Let me ask any man, whether he ever had, when a child, any just conception of the uses, to which he is now, as a man, daily applying his knowledge. How vain is it, then, to urge upon a child, as a motive to study, that which he cannot possibly understand! Nor is the motive of fear preferable. Fear is one of the most debasing and demoralizing of all the passions. The sentiment of fear was given us, that it might be roused into action, by whatever should be shunned, scorned, abhorred. The emotion should never be associated with what is to be desired, toiled for, and loved.—If a child appetizes his books, then, lesson-getting is free labor. If he revolts at them, then, it is slave-labor. Less is done, and the little is not so well done. Nature has implanted a feeling of curiosity in the breast of every child, as if to make herself certain of his activity and progress. The desire of learning alternates with the desire of food; the mental with the bodily appetite. The former is even more craving and exigent in its nature, than the latter, and acts longer without satiety. Men sit with folded arms, even while they are surrounded by objects of which they know nothing. Who ever saw that done by a child? But we cloy, disgust, half-extirpate, this appetite for knowledge, and then deny its existence. Mark a child, when a clear, well-defined, vivid conception seizes it. The whole nervous tissue vibrates; every muscle leaps; every joint plays. The face becomes auroral. The spirit flashes through the body, like lightning through a cloud.—Tell a child the simplest story, which is adapted to

his present state of mental advancement, and therefore intelligible,—and he will forget sleep, leave food untasted, nor would he be enticed from hearing it, though you gave him, for playthings, shining fragments broken off from the sun. Observe the blind, and the deaf and dumb. So strong is their inborn desire for knowledge, that, although those natural inlets, the eye and the ear, are closed; yet, such are the amazing attractive forces of the mind for it, that they will draw it inward, through the solid walls and encasements of the body. If the eye be curtained with darkness, it will enter through the ear. If the ear be closed in silence, it will ascend along the nerves of touch. Every new idea, that enters into the presence of the sovereign mind, carries offerings of delight with it, to make its coming welcome. Indeed, our Maker created us in blank ignorance for the very purpose of giving us the boundless, endless pleasure of learning new things; and the true path for the human intellect leads from ignorance to omniscience,—ascending by an infinity of truths, each novel and delightful.

The voice of Nature, therefore, forbids the infliction of annoyance, discomfort, pain, upon a child, while engaged in study. If he actually suffer from position, or heat, or cold, or fear, not only is a portion of the energy of his mind withdrawn from his lesson,—all of which should be concentrated upon it;—but, at that indiscriminating age, the pain blends itself with the study, makes part of the remembrance of it; and thus curiosity and the love of learning are deadened, or turned away towards vicious objects. This is the philosophy of children's hating study.—We insulate them by fear; we touch them with non-conductors; and then, because they emit no spark, we gravely aver that they are non-electric bodies.—If possible, pleasure should be made to flow like a sweet atmosphere around the early learner, and pain be kept beyond the association of ideas. You cannot open blossoms with a north-east storm. The buds of the hardiest plants will wait for the genial influences of the sun, though they perish, while waiting.

The first practical application of these truths, in relation to our Common Schools, is to schoolhouse architecture,—a subject so little regarded, yet so vitally important. The construction of schoolhouses involves, not the love of study and proficiency, only, but health and length of life. I have the testimony of many eminent physicians to this fact. They assure me that it is within their own personal knowledge, that there is, annually, *loss of life, destruction of health, and such anatomical distortion* as renders life hardly worth possessing, growing out of the bad construction of our schoolhouses. Nor is this evil confined to a few of them, only. It is a very general calamity. I have seen many schoolhouses, in central districts of rich and populous towns, where each seat connected with a desk, consisted only of an upright post or pedestal, jutting up out of the floor, the upper end of which was only about eight or ten inches square, without side-arms or back-board; and some of them so high, that the feet of the children sought after the floor, in vain. They were beyond soundings. Yet, on the hard top of these stumps, the masters and misses of the school must balance themselves, as well as they can, for six hours in a day. All attempts to preserve silence in such a house are not only vain, but cruel. Nothing but absolute empalement could keep a live child still, on such a seat; and you would hardly think him worth living, if it could. The pupils will resort to every possible bodily evolution, for relief; and, after all, though they may change the place, they keep the pain. I have good reasons for remembering one of another class of schoolhouses, which the scientific would probably call the *sixth order* of architecture,—the wicker-work order, summerhouses for winter residence,—where there never was a severely cold day, without the ink's freezing in the pens of the scholars while they were writing; and the teacher was literally obliged to compromise between the sufferings of those who were exposed to the cold of the windows and those exposed to the heat of the fire, by not raising the thermometer of the latter above ninety degrees, until that of the former fell below thirty. A part of the children suffered the Arctic cold of Captains Ross and Parry, and a part, the torrid heat of the Landers, without, in either case, winning the honors of a discoverer. It was an excellent place for the teacher to illustrate one of the facts in geography; for five steps would have carried him through the five zones. Just before my present circuit, I passed a schoolhouse, the roof of which, on one side, was trough-like; and down to-

wards the eaves there was a large hole; so that the whole operated like a tunnel to catch all the rain, and pour it into the schoolroom. At first, I did not know, but it might be some apparatus designed to explain the Deluge. I called and inquired of the mistress, if she and her little ones were not sometimes drowned out. She said she should be, except that the floor leaked as badly as the roof, and drained off the water. And yet a healthful, comfortable schoolhouse can be erected as cheaply as one, which, judging from its construction, you would say, had been dedicated to the evil genius of deformity and suffering.

There is another evil in the construction of our schoolhouses, whose immediate consequences are not so bad, though their remote ones are indefinitely worse. No fact is now better established, than that a man cannot live, without a supply of about a gallon of fresh air, every minute; nor enjoy good health, indeed, without much more. The common air, as is now well known, is mainly composed of two ingredients, one only of which can sustain life. The action of the lungs upon the vital portion of the air, changes its very nature, converting it from a life-sustaining to a life-destroying element. As we inhale a portion of the atmosphere, it is healthful;—the same portion, as we exhale it, is poisonous.—Hence, ventilation in rooms, especially where large numbers are collected, is a condition of health and life. Privation admits of no excuse. To deprive a child of comfortable clothes, or wholesome food, or fuel, may sometimes, possibly, be palliated. These cost money, and often draw hardly upon the scanty resources of the poor. But what shall we say of stinting and starving a child, in regard to this necessary of life?—of holding his mouth, as it were, lest he should obtain a sufficiency of that vital air which God, in His munificence, has poured out, almost fifty miles deep, all around the globe? Of productions, reared or transported by human toil, there may be a dearth. At any rate, frugality in such things is commendable. But to put a child on short allowances out of this sky-full of air, is enough to make a miser weep. It is as absurd, as it would have been for Noah, while the torrents of rain were still descending, to have put his family upon short allowances of water. This vast quantity of air was given us to supersede the necessity of ever using it, at second-hand. Heaven has ordained this matter with adorable wisdom. That very portion of the air which we have turned into poison, by respiring it, is the element of vegetation. What is death to us, is life to all verdure and flowerage. And again, vegetation rejects the ingredient which is life to us. Thus the equilibrium is forever restored; or rather, it is never destroyed. In this perpetual circuit, the atmosphere is forever renovated, and made the sustainer of life, both for the animal and vegetable worlds.

A simple contrivance for ventilating the schoolroom, unattended with any perceptible expense, would rescue children from this fatal, though unseen evil. It is an indisputable fact, that, for years past, far more attention has been paid, in this respect, to the construction of jails and prisons, than to that of schoolhouses. Yet, why should we treat our felons better than our children? I have observed in all our cities and populous towns, that, wherever stables have been recently built, provision has been made for their ventilation. This is encouraging, for I hope the children's turn will come, when gentlemen shall have taken care of their horses. I implore physicians to act upon this evil. Let it be removed, extirpated, cut off, surgically.

I cannot here stop to give even an index of the advantages of an agreeable site for a schoolhouse; of attractive, external appearance; of internal finish, neatness, and adaptation; nor of the still more important subject of having two rooms for all large schools,—both on the same floor, or one over the other,—so as to allow a separation of the large from the small scholars, for the purpose of placing the latter, at least, under the care of a female teacher. Each of these topics, and especially the last, is worthy of a separate essay. Allow me, however, to remark, in passing, that I regard it as one of the clearest ordinances of Nature, that woman is the appointed guide and guardian of children of a tender age. And she does not forego, but, in the eye of prophetic vision, she anticipates and makes her own, all the immortal honors of the academy, the forum, and the senate, when she lays their deep foundations, by training up children in the way they should go."

The valuable Communication of J. V. E., is necessarily postponed.

MR. LOVELL'S SCHOOL.

NEW-HAVEN.

Geography.—From 11 to 12 the subject is geography. The lessons are rather short than long, on the principle that it is better to do a little well, than a great deal badly. Our course is this—we first go over the maps in the school atlas, then over the same ground upon a set of large skeleton maps, then we draw on the black board from sight, and lastly, entirely from memory. Topography is well and thoroughly taught in this manner, and it is perhaps the most important part to the common school pupil.—It must not be supposed, however, that we overlook or slight the other branches of this interesting science, by no means, though there is nothing peculiar in our mode of treating them, except it be, the application of the interrogative principle.

Arithmetic.—Our exercises are divided into three kinds: 1. Mental, or those which are wrought exclusively in the mind. 2. Mutual, or those of the explanatory kind. 3. Practical, or those intended to test the knowledge acquired from the two previous methods.

EXAMPLES.

1. How much wine, at 8s. per gallon, must be given for 7 barrels of flour, at \$14 per barrel?—Ans. 73 1-2,—given in 1 1-4 minute.
2. If the pendulum of a clock swing once in a second, how many times will it swing in 30 days?—Ans. 2,592,000,—in half a minute.
3. At \$87 per cwt., how much would four chests of tea, each weighing 3 cwt. 3 qr. 14 lb., cost?—Ans. \$1348.50,—in one minute.
4. Multiply 314,521,325, by 231,452,153, and give the product.—Ans. 72,796,637,835,662,725,—in 5 and a half minutes.
6. Multiply 253,412,003,520,155,102,350
By 521,342,125,145,534,142,125
Pr. 132,114,352,452,585,239,925,224,746,717,448, 821,493,750.

The foregoing examples were performed in the presence of numerous spectators, by a large class of boys, in the time stated, excepting the last, and that was done by two boys, John B. Stow and George Barnett, *mentally*, without making a figure. The former brought up his answer perfectly right, repeating it, without the least hesitation, in forty minutes; the other made one mistake at the fourth figure, but corrected it and pronounced the product aloud, within forty five minutes. It is the longest example of the kind that has, perhaps, ever been attempted. The boys were under fourteen years of age. There is at this time a girl in the female department, who has multiplied nine figures by nine figures, within two minutes. Such performances may appear incredible to those who are not familiar with them, and I could not myself, I confess, believe in them, if they were not done under my own eye, with a knowledge of the course of instruction, and all the circumstances. Any boy of good capacity, however, can be taught to do likewise. It is mentioned of Voltaire, as a great feat, that he could multiply the 9 digits into the 9 digits, in the course of a "long walk." Many of my pupils have done the same, the figures being arranged in *whatever manner*, in five minutes. The mode of getting at the result in one product is peculiar. I will therefore subjoin a short development of it. The advantage of this mental training is, not so much the adroitness which it imparts to the pupil, in replying to certain, or any fair questions, as it is in the nice discipline which it gives to the mind, the power of concentration which it generates, and the habit at will, (which is a necessary consequence) of entire abstraction.

EXAMPLE.

Multiply	3 4 5
By	5 6 3
Product,	1 9 4 2 3 5

1. Units multiplied by units, give units, or units and tens. As $3 \times 5 = 15$, that is 5 units, 1 ten.
2. Units multiplied by tens, give tens, or tens and hundreds, and tens multiplied by units, give the same. As $6 \times 5 = 30 \times 1$ (carried) = 31. $3 \times 4 = 12 \times 31 = 43$, that is, 3 tens, 4 hundreds.
3. Units multiplied by hundreds give hundreds, or hundreds and thousands, and hundreds multiplied by units, give the same; and tens multiplied by tens, give the same. As $5 \times 5 = 25 \times 4$ (carried) = 29. $3 \times 3 = 9 \times 29 = 38$. $6 \times 4 = 24 \times 38 = 62$, that is 2 hundreds, 6 thousands.
4. Tens multiplied by hundreds, give thousands, or thousands and tens of thousands, and hundreds

multiplied by tens, give the same. As $5 \times 4 = 20 \times 6$ (carried) $= 26$. $3 \times 6 = 18 \times 26 = 44$, that is 4 thousands and 4 tens of thousands.

5. Hundreds multiplied by hundreds, give tens of thousands, or tens and hundreds of thousands. As $5 \times 3 = 15 \times 4$ (carried) $= 19$, that is 9 tens of thousands and 1 hundred of thousands. It should be understood, that although mental arithmetic, in its easier forms, has a primary rank in our several methods, we do not attach to it primary importance in respect to the whole subject of arithmetic. As a special object, we attend to it but twice a week,—on Wednesday and Saturday. These with us are broken days, and our studies are somewhat irregular and promiscuous. The monitors a part of the time, give their attention to composition and mental arithmetic, whilst the classes are at some other studies, under the second set of monitors. The other part of these days is given to the general school under the first set. We vary our work according to circumstances. On these days too, we reward our *absentee enquirers*, let out deserving boys on the amount of their time tickets, and have our *pencils sharpened*.—I should have remarked when on the subject of writing, that care is not only taken in this particular, but also to have them inserted in a tight tin case, about 5 inches long, so that the pupil can use his pencil in every respect as he does the pen, and receive great assistance from it in the acquirement of a good, free, and easy command of hand. The "absentee enquirers," are boys, who, for the sake of being "let out" a little earlier on these days, undertake to call upon the parents of those who are not present, and ascertain if the absence is justifiable. We appoint *six absentee monitors*, or one for each day of the week. Their business is, to get the names of all absentees, appoint suitable enquirers, register the number of absentees presented by each enquirer, receive their messages, report truants, &c. &c. Some plan of this kind is absolutely necessary in a large school.

MUTUAL.

These are intended to teach the pupil a just application of the written rule, or of principles formerly acquired, so that he may not, as on the old plan, parrot-like, go at work with words only. To enlighten the understanding, is the point at all times to be aimed at, and this end is to be especially kept in view in the study of arithmetic. The mode in question, it is believed, in a great measure accomplishes this primary object. The examples are wrought out entirely aloud, each member of the class takes his part, in the development of the process, whether intellectual or mechanical,—and in the language of another, "it is a plan admirably calculated to induce activity and strength of thought, and to promote a habit of great promptness and accuracy." A blackboard is placed in front of each class, upon which the monitor chalks the whole operation, figure by figure, as it occurs. With the more advanced pupils, we discard the use of rules, even under this improved practice, and adopt principles exclusively; this makes the mere tyro a reasoning being—he is obliged "to depend upon the resources of his own mind, making that knowledge which he has previously acquired, his guide to the unknown information which he is in search of." The mental and mutual exercises are performed at the draft seats.

MUTUAL EXAMPLE.

If 8 cwt. 3 qrs. cost £65 10s., what must be paid for 2 qrs.?

1st boy. Reduce 8 cwt. 3 qrs. to quarters.
2d. Multiply by 4, because as 4 qrs. make 1 cwt., there will be 4 times as many qrs. as there are cwt., and add in the 3 qrs.

3d. 4 times 8 are 32 and 3 are 35, set down 35.

4th. 35 quarters.

Monitor. What weight is this?

5th. Avoirdupois.

Monitor. What is its use?

6th. To weigh all kinds of coarse and heavy goods, &c.

7th. Now reduce the £65 10s. to shillings.

8th. Multiply by 20, because as 20s. make £1, there will be 20 times as many shillings as there are pounds, and add in the 10s.

9th. 20 times 65, are 1300, and 10 are 1310.

10th. 1310 shillings.

Monitor. What money is this?

11th. Sterling or English money.

Monitor. What reduction is it?

12th. Descending, because the operation descends from a great to a small name.

Monitor. How does the question read now?

13th. If 35 qrs. cost 1310s., what must be paid for 2 qrs.?

14th. If 35 qrs. cost 1310s., 1 qr. will cost the $\frac{1}{35}$ of 1310—the $\frac{1}{35}$ of 1s. is the $\frac{1}{35}$; the $\frac{1}{35}$ of 1310s. is 1310 times as much.

15th. 1310s.

16th. 2 qrs. will cost 2 times as much as 1 qr.

17th. 2 times $\frac{1310}{35}$ are $2 \times 37 \frac{2}{5}$.

18th. $2 \times 37 \frac{2}{5}$ of a shilling.

19th. It is an improper fraction, and must be reduced.

Monitor. Why an improper fraction?

20th. Because the numerator is greater than the denominator.

Monitor. Which is the numerator and why?

1st. (Supposing the class to consist of 20 pupils.) The numerator is the upper number, and so called, because it shows the number of parts of a shilling the 2 qrs. cost.

Monitor. What is the other number called, and why?

2d. The denominator, and so called because it shows into how many parts the shilling is divided.

3d. Reduce the fraction to a mixed number.

4th. Divide the numerator 2620 by the denominator 35, because if $\frac{35}{100}$ make one whole shilling, there will be as many shillings as 35 are contained in 2620.

5th. 35 in 262, 7 times, and 17 over, set down 7.

6th. Bring down the 0.

7th. 35 in 170, 4 times and 30 over, set down 4.

8th. Carry up the remainder and write the divisor under, drawing a line between.

9th. 74 shillings and $\frac{20}{100}$ of another shilling.

10th. Reduce the shillings to pounds.

11th. Divide by 20, because if 20s. make £1, there will be $\frac{1}{20}$ as many pounds, as there are shillings.

12th. 20 in 74, 3 times and 14 over.

13th. 2 qrs. would cost £3 14s.

PRACTICAL.

These are slate exercises, and are performed, of course, at the desks. As the pupil is now to depend entirely upon his own resources, he should be so seated as to prevent all intercourse with his classmates. Here we arrive at the old mode, but unlike that, not it is hoped, in total darkness, for if the former kinds of exercises have been faithfully and fully attended to, the pupil will have acquired abundant light, for all the demands which can be reasonably made upon him. No assistance now should come to his aid, excepting what the monitor or teacher may think proper to afford; other help would be pernicious indeed, as I well know from boyhood experience. Many an answer is brought to a "puzzle me question," with a rosy apple or a ripe pear, and often with a baser bribe! No system, no training, however, will create brains, and there are boys with skulls so empty or so thick, that it is assuredly "making bricks without straw," to attempt to give them any tolerable understanding of this abstruse, but most important subject. Thankless, indeed, in such cases is the poor teacher's laborious office.—The promiscuous exercises in my little work are of the same character with the practical, whilst they at the same time, insure a constant, though to the pupil, imperceptible review.

From Palmer's Prize Essay.

READING.

After reading a little geography and history, newspapers would afford admirable lessons for the reading classes. These might, no doubt, be procured from the parents, without charge; and, when there was only one of a kind, the children might read by turns, or pass it from hand to hand. Every part might be read, and every part might furnish a useful lesson. Let us examine the first that comes to hand, which proves to be one from Philadelphia. Here we find various advertisements of different lines from Philadelphia to Pittsburgh, which might give rise to interesting descriptions of canals and railways, and of a country, two hundred miles of which was a wilderness, traversed only by packhorses, less than forty years ago. These advertisements are followed by a broker's call for small notes, or shipplasters, sales of raisins, of wine, looking-glasses, whips, buffalo robes, spectacles, cedar-ware, anthracite, cabinet furniture, hats, maccaroni, nails and spikes, Bordeaux almonds, stoves, &c.; notices of companies for insurance on lives, fire insurance companies, exchange offices, loan companies, coal companies; lectures on phrenology, 'on the Augustan age,' 'on the life and wri-

tings of Shakspeare,' 'on the cause of storms;' balls, concerts, theatres, soup-house tickets, auctions, houses and farms for sale, &c.; with quack medicines, for the certain cure of every disorder incident to man, except vice, old age, and death.—Leaving the advertisements, we have political remarks and discussions, legislative proceedings, news from Texas, accounts of war and revolution in Mexico, discussions on free banking, accounts of a dreadful inundation, reviews of new books, sales of stocks, a list of letter-bags at the Exchange, and, lastly, a list of marriages and deaths. What a fine scope would here be presented, for questions and discussions by the pupils, and explanations by the teacher! What an opportunity for practical illustrations of geography and history! And could a fitter time ever occur, for impressing on the mind of the pupil the necessity of receiving all political disquisitions with caution; of always remembering the motto, *Audi alteram partem*? an impression, which might be much strengthened, by having papers on different sides of the great political question, which can probably be procured in every town. One newspaper, one single sheet, might afford interesting subjects for inquiry and discussion for a school, for months. How many books might these readings cause to be searched, which might, otherwise, have lain closed! What expansion of mind, in the little world of school, by the proper review of the newspaper!

"This folio of four pages, happy work!

Which not even critics criticise,—

What is it, but a map of busy life,

* Its fluctuations, and its vast concerns!"—Couper

Before leaving the subject of reading, let us urge, once more, on the teacher, the importance of allowing nothing to be read in school, without requiring a full account of it from the class. At first, this may be aided by questions; but, as soon as possible, the child should be led, by degrees, to give an account of his reading, without this aid. And, where questions are used, great care must be taken to avoid leading ones, such as "Was Jane a good girl? Did she want some plums?" instead of, "What kind of a girl was Jane?" or, "What was said of Jane?" Let there also be questions relating to the general train of thought, and to topics growing out of it.—Let there be questions which will lead the little logician to the exercise of his reflecting and reasoning powers, and to the development of his moral feelings. Great care must be taken, to prevent guessing at answers. The children should be made to understand, that they must not attempt to answer, unless they have a distinct recollection of the subject. By the use of leading questions, and by allowing guessing, some teachers have suffered this most admirable discipline for the mind to degenerate into a mere form. The use of books with printed questions, is also apt to produce evil effects, unless care is taken by the teacher. For, sometimes, a pupil will select the words of the book furnishing the answers, and commit them to memory, and thus appear fully master of a subject, of which he is profoundly ignorant. In order to keep the attention of the whole class wide awake, it will be proper, first, to give the question, and then to name the pupil who is to answer; letting it be always understood, also, that each child is liable to be called on, any number of times, and must always be ready.

Terms should be explained to children in a way suited to their capacity, not by formal definitions, or by synonymous expressions. This last is merely the substitution of one word for another; and, very frequently, the last is more unintelligible than the first, and, besides, creates the habit of resting satisfied with mere sounds, instead of ideas. But the explanation should be given by going back to simple, elementary truths, and by illustrations, drawn from objects and events with which they are familiar.† But the child himself should be called on, for the signification of words and phrases in the lesson;

* Hear the other side.

† I called, one day, at the parsonage, with a neighbor of ours, a Mrs. Moody. After a pause, "Mr. Pottle," said she to the minister, "I am almost ashamed to confess my ignorance, but you said something, in your last discourse, which I did not exactly understand." "Well, madam," said he, with a loud voice and a stern expression, "and pray what was it?" "O, dear sir," she replied, evidently confounded by his manner, "I don't doubt, in the least, that it was owing to my weak understanding; but you said, sir,—speaking of the wiles of Satan,—'as if as though to circumvent thee.'—

"Oh—ah,—yes, Mrs. Moody," he answered, "I well remember that expression. The meaning of those words, madam," raising his voice to a terrible pitch, and striking his hand violently upon the table, "the meaning of those words is this, Mrs. Moody,—as if as though to circumvent thee!" "Oh, dear me, parson Pottle," cried Mrs. Moody, with a trembling voice, "how very clear you make it now!"

and he should be accustomed to examine the context for their meaning. He should also be required to give his opinions about matters of fact, the object of actions mentioned, and the thing settled by any chain of reasoning.

It is not to be expected, that all the teachers, into whose hands this book may fall, will believe in the practicability of this mode of teaching reading; and some may probably carry their incredulity so far, as not even to be willing to give it a trial. These last, however, it is believed, may find useful suggestions, even after discarding, entirely, the new mode of teaching; and it is to be hoped, that prejudice will not induce them to reject all, because a part does not accord with their views. To those who are willing to give it a trial, we would say, let it be a fair trial; be sure that it is perfectly understood, and that the course pointed out be followed exactly, and we have no fears for the result; for the experiment has repeatedly succeeded, even under circumstances by no means favorable. And let it never be forgotten, that, although the progress of the child is much more rapid than by the old method, this is a matter of but secondary importance. It is in the avoidance of the bad habits, engendered by the synthetic course, that its chief merit consists. It is because the child sees the value and use of his daily acquisitions immediately; because he unites sense with sound from the very first, that a trial is so urgently pressed upon the teacher. Let a fair trial be given, and, above all, let there be a hope, a desire, of success.

DISTRICT SCHOOL JOURNAL.

GENEVA, N. Y., FEBRUARY 1, 1841.

ON SOME PROPOSED CHANGES IN THE INSPECTION OF COMMON SCHOOLS.

"From the reports of 1837, it appears that only 5013 Districts were inspected at all during the year, leaving 5570 that were not visited. There has been a slight improvement in this respect in 1838; but still in that year more than one-half of all the districts, were not inspected. This lamentable neglect is one of the greatest evils under which the system labors. It has been endeavored during the past year to mitigate it by the appointment of Visitors in the different counties, under the authority given by the act of the last session."—*Report of the Superintendent of Common Schools, 1840.*

We propose to consider the cause and the remedy of this evil. Our object is not the eulogium, but the improvement of the system, and instead of lulling attention by descanting on its merits, we would show that we feel its value by pointing out the defects which limit and impair its influence.

There are in the State, Ten Thousand Seven Hundred and Six School Districts, and all require watchful and fostering care. Some are disturbed by local dissensions, some degraded by faithless teachers, some enfeebled by private schools, and almost all suffering from the negligence of parents, the heedlessness of trustees, and the inattention of inspectors. The Superintendent can neither prevent nor remedy many of these evils, nor does the law require such impossibilities at his hands. These important duties are devolved on the Inspectors, the local executive of the system; it is their office "to examine and approve teachers, to inspect schools, to advise and direct the course of study," and on their fidelity the uniform and vigorous action of the system mainly depends.

And we deeply regret that a trust so sacred should so often be betrayed. Of the two thousand four hundred and thirty-nine Inspectors scattered among the towns of the State, not one-twentieth part appreciate and discharge as they should, the responsibilities of their office! And yet who has a right to censure them? Can we expect our fellow-citizens to perform an onerous, perplexing and gratuitous service! We say *gratuitous*, for the law, while it allows, gives no compensation; and though custom has in most towns amended it, yet the pittance granted,—not averaging more than \$20 per annum,—is no remuneration to him who does his duty. Surely, from

an officer so paid, it is unreasonable to expect, that constant interruption and sacrifice of his own regular business, that zealous devotion to the wants and difficulties of the various schools, and that thorough knowledge of the means of education, which alone can secure one tithe of the due benefit of our system. We find therefore little reason to censure the Inspectors. We wish they had voluntarily discharged their sacred trust, but the people who thrust these duties upon them, have no right to condemn their omission—the condemnation rightly belongs to that grave error of our system, in relying on the *voluntary principle* for these essential services. A principle undemocratic in its nature, as none but those in easy circumstances can act on it;—inconsistent with the system, as the law entrusts important duties to the Inspectors, without any power to hold them responsible for their neglect; and impotent in its action,—as our Schools bear ample testimony.—Let us then correct the evil, and no longer jeopard the best interests of society, on grounds that have proved a quicksand to our hopes.

The great question, 'What will remedy the evil?' now claims attention; and we rejoice that in attempting to answer it, we are not under the necessity of broaching any novelty of our own, but merely of giving form and utterance to suggestions from various parts of the State.

It is proposed to abolish the office of Inspector of Common Schools, and create in its place that of Deputy Superintendent; and to devolve on this officer the duty of superintending, inspecting and reporting the condition of the schools, uniting in him the various duties of Inspector and Visitor. Let there be one of these officers in every county, and authorize the Supervisors to apportion the large counties among two or more according to that ratio which will best subserve the interests of education, having reference always to the principle, that to each Superintendent so many districts be allotted as will make their charge necessarily his principal, and not his incidental business, or we shall fall back into the inefficiency of the present system. Make this Superintendent with the boards of school commissioners, the Boards of Examiners, and require their joint signature to the validity of all teacher's certificates, that a uniform and rising standard of qualification may be established. Require him also to visit every school district and school, at regular periods during the year. At the opening of the several school terms, he should counsel the teacher how to interest and guide the faculties of his pupils, and confer with the trustees on the best means of awakening the co-operation and interest of the parents,—adopting the plans to be adhered to during the term. At the close of the school term, let him attend its public examination, and at that time in the presence of trustees and parents, briefly and candidly pronounce on the faults and merits of each class, pointing out the causes of failure or of success;—meting out to the teacher, kindly but firmly, censure if censure be necessary, and commendation when deserved. In this manner life and vigor will be breathed into this great system, and the people's Schools be made the pride, the hope and the strength of the land. Give us but faithful Superintendents, and but few years will pass, before every child in this State is secured such an education as will tend to make him useful, respected and happy. We speak advisedly; we know the low condition of our schools, but we also know their capacity for improvement; we remember the necessity of having highly educated teachers,—but we have also seen what devotion to duty can accomplish in the indifferently qualified, when sustained and cheered in

their labors by constant visitation. In the words of Cousin, "visitation is indeed, the life of the school," and if it can be secured, that which is now rarely accomplished, by the irregular and occasional efforts of individuals, will become uniform, constant and progressive in every district in the State.

Regard this proposed reform in another point of view,—the relation these deputy Superintendents may bear to the Superintendent, both as his deputies and as a Board of Education. At home, in their several circuits, they will diffuse the views, obey the orders, and carry out the plans of the Superintendent;—collecting and communicating information, averting difficulties, allaying dissensions, correcting errors and confirming improvements;—ever instructed and ever instructing. And when the year has thus rolled round, let them in obedience to the requisition of the Superintendent, assemble at Albany to present their annual Reports, that they may compare their various experience, open and advocate their plans for future action, and receive counsel and direction from the Head of the Department. Thus union, zeal and strength will be inspired, and the rich experience of the past, be made the monitor of the present, and a blessing to the future. Such an organization would be indeed effective, nerving with new vigor the arm of the Department, and enabling it to foster, advance and confirm improvements in every School in the State.

IMPROVEMENT IN PUBLIC INSTRUCTION.

NO. IV.

APPLICATION TO COMMON SCHOOLS.

My remarks hitherto have been general, and applicable to all schools; *first*, in relation to their working each in its own province, and again, in relation to the points to be attended to in their separate improvement.

I shall apply these considerations more particularly to the improvement of Common Schools—those nurseries of an intelligent and free people, in which all, whatever their position in life, have a deep, nay, a vital interest.

The question of their improvement assumes an aspect of vast importance, when we consider their great number, nearly eleven thousand in our own State, and that at least nine-tenths of the people receive in them the whole of their school education.

The question is not a speculative one, but practical, for good district schools, nay schools unsurpassed by private ones of the same rank, have existed, and it is not a Utopian enquiry, how they may generally be made to possess this character. If we can ascertain the causes of the almost worthless character, worthless in comparison of what it might be of vast numbers, if not the majority of our common schools, it does not seem visionary to hope, that in some way they may be removed.

To begin by applying the suggestions, which I have already made, to common schools.

1. These schools should be kept within their proper sphere. The range of studies allowed to be taught in them should be limited, not only upon the general ground of the division of labor—but one more special. It is the object of these schools to furnish the useful elements of knowledge to the mass of the community, and it would be the perfection of them, to attain this object, in the most perfect manner.—Suppose now, out of a vain ambition of rivalling other schools, or of assuming a more imposing appearance, higher studies should be introduced into them, Philosophy, and Rhetoric, and the learned Languages. The result is obvious. These studies, thus made the ground of their distinction, would re-

ceive the greatest share of attention—the plain elements of education, reading, spelling, &c., would be comparatively neglected, and the common school would be no longer the school for the people. Common schools can be made to answer their end in giving a common education, only by making that common education their business, and by engaging in it the efforts and the interest both of master and pupils. Let them not feel then, that if they wish to acquire eclat and consideration, they must do it by going out of their sphere. Let them feel, that, in education, as in the physical world, that which is most common, is most necessary—that their labors tend like the sun, and air, and the rains of heaven, the greatest and most common blessings of nature, to diffuse universal light, and life, and fertility; and that though their service be humble, because common, and shared by so many, it is not undervalued, or unrespected.

2. Again, if we would improve common schools, we must see that they are provided with *adequate teachers*. It is true, that under the most favorable circumstances, they cannot be expected to be supplied with masters of very high qualifications, for they must always be taught at moderate expense.—The average rate of the wages of teachers of common schools in this State, appears by the last report of the Superintendent to be \$16.60 per month, (exclusive of board;) and that while the most ordinary laborer obtained a dollar a day, and a journeyman mechanic \$1.75. It is however to be observed, that this average has risen since the year 1831, from \$11.85 to the sum just mentioned, \$16.60—a fact, which shows that the people are coming rapidly to a juster estimate of the value of these schools, and the education of their children, and gives us the most flattering hopes for the future.*

It is plain, that in a country which so largely rewards the industry of its people, in which labor is high, (I speak not now of any exaggeration of price produced by speculation,) because there is wide scope for the profitable investment of capital, and in which labor must for a long time be high, inasmuch as there is yet land enough unimproved, and to be gradually brought into market at low rates, to sustain a population as large as that of Europe;—it cannot be expected that educated labor,—labor which requires previous time and expense to prepare it to be of value, can be had without substantial remuneration,—it cannot be expected that teachers should be had at such prices, as in the older, closely peopled, and labor-glutted countries of Europe.

From the indications just mentioned, it seems to be fairly inferred, that the people will ere long sufficiently estimate the value of the service rendered them in the education of their children, to pay for it, as it should be paid for. Every improvement in education tends to this result, for every improvement makes the value of the end more apparent.

But there are other things necessary, as well as good wages, to secure competency in teachers. Ignorance and incompetency are not always modest, and the higher the wages of teachers, the more eager would they be for employment. It is necessary, then, that the business of *examining candidates* for the charge of common schools, should be in the hands of faithful and competent men. It must not be given to men, who look upon common schools as objects of inferior consequence; nor to men of indolent tempers; nor to men who are so good natured, as always to commend, whether commendation is deserved

or not. Unimportant as it may seem to the unreflecting, there is scarcely an office in this State of more responsibility, than that of licensing common school teachers—for upon the manner, in which it is discharged, depend the character and value of the only education, which the great majority of our fellow citizens can receive. Consider the effect of negligence in this matter. A child of humble parentage, but blessed with a vivid intellect, and eager for improvement, and capable under good influences of becoming useful and honorable, may, by ignorance and incapacity of his teacher, not only suffer the loss of that assistance, which to the development of his powers would be so valuable, but, by being mistaught and misdirected, almost lose the capacity of clear and unembarrassed knowledge. No one knows but a teacher, how worse than useless—how positively bad—how cramping and crippling to the energies of the mind, is incompetent and blundering instruction. Consider then the effect of this negligence, if it were to become general—the ruin—the misery of thus exposing the five hundred thousand children of this State to such unwholesome influences—to the loss of that preparation for life, that substantial knowledge which the common school might give them—and the State to the loss of that contribution to her highest service, which the fifty thousand who annually pass into the world from the common school, the common school graduates, if you please, each year could furnish, if the many of finer mould in that large number, had been subjected to the influence of teachers capable of promoting a healthy development and growth of their minds. I confess, that the difference between a general fidelity in the discharge of this duty of examining and licensing teachers of common schools, and a general unfaithfulness in it, seems to me to be of far greater moment, than the difference between the faithful and unfaithful discharge of almost any duty entrusted to public functionaries. B.

Mr. Editor:—I was not a little surprised to see an article, on "Common Schools of New-York," which originally appeared in the *Journal of Commerce*, republished, with the higher sanction of the Superintendent (de facto) of Common Schools in Massachusetts, in the last *Common School Journal* of that State. The Common Schools of New-York are not all, or for the greater part, such as they should be, or as very many in the State are laboring, with untiring zeal and much self-sacrifice to make them, neither are those in Massachusetts, by Mr. Mann's own showing. But were they infinitely better in the latter State than they are, it seems to me that the observations of a gentleman upon a couple of schools near Saratoga, made while there for his health, and "incapacitated for every thing but pressing duties," are scarcely sufficient warrant for such sweeping generalizations in regard to a system, embracing 11,000 schools, and working over a space six times as large as Massachusetts. Had he come to Geneva, instead of Saratoga for his health, and taken his opinion of the Common Schools of New-York from the Common School in this village, and some others in the neighborhood, which I have seen, he would have told us a different story, and given us commendation as extravagant almost as his censure. In the best parts of Massachusetts, the land of my nativity and warm affections, I have never seen a Common School better than that enjoyed by our children. The truth is, Sir, we in New-York are entitled neither to unqualified censure, nor unqualified praise. We have done much and are doing more, and if our Schools on the whole are not so generally good as in Massachusetts, it must be remembered, that our school system was

not established two centuries ago, that our State is larger, and inhabited by a more mixed population, and many parts of it yet new.

The writer of the article in question seems familiar with the "Abstracts of School returns in Massachusetts," while he has apparently gathered his notions of New-York Schools from the unfortunate "specimens which he saw in his late visit." He should have sought for and examined the Reports of the Superintendent of our Common Schools, and he would there too have found "figures, that will not lie," and evidence enough, that our extensive system and vast funds are not under feeble management, or in hands that are not laboring for the improvement of the Schools; he would have found, that although the "compensation" of teachers in New-York be, as he says, "less than many of our factory girls and domestics obtain," the average compensation of teachers is rapidly increasing, and is as large in New-York as in Massachusetts; he would have learned too, that the evil of the want of regular and efficient visitation is as well understood and strongly felt here as in Massachusetts, and that much has been done, and still more attempted for its removal.

It is not my purpose to reply to the statements of the writer in question,—I wish merely to intimate to our friends and the friends of Common Schools in Massachusetts, that, while we regard with admiration what has been accomplished among them, and are disposed to learn from them all the wisdom they may have to teach us, and are not disinclined to receive hints, we do not like flippant censures, nor are so much behind them, as we were fifty years ago, or as the best informed among them may imagine. Some of us know how to value good teachers too, and "the proscribed illustrator," of whom he tells so good a story, was not obliged to travel far, I dare say, after his dismissal, before he found a school under wiser direction, in which his labors would be appreciated and rewarded.

The censures of the writer, in reference to "the tax upon parents," are just. But this evil, as well as the evil of inefficient, and neglected visitation, he should know, has not escaped our own attention. Our Superintendent proposed a plan last year for the supervision of the schools, superior in our judgment, to any thing which they have in Massachusetts, for the same end, and, so far as I have heard, our people are eager for its adoption, as well as for an amendment in the matter of taxation, and we have hope that both these matters may be sufficiently matured to pass into the form of laws, at the present session of the Legislature. GENEVESE.

SCHOOL DISTRICT LIBRARIES.

There is no part of Governor Seward's late message, in our opinion, more deserving public attention than that relating to these invaluable institutions; and most gratifying it is to learn that they are in a highly prosperous condition. "There are," says the Governor, "about eleven thousand school districts in the State. Of these school districts, there are very few which have not complied with the act providing for the establishment of school district libraries, and there are, at this time, in these various district libraries about one million of volumes. Within the five years limited by the law, there will have been expended in the purchase of books more than half a million of dollars. These libraries include general history and biography, voyages and travels, works on natural history and the physical sciences, treatises upon agriculture, commerce, manufactures and the arts, and judicious selections from modern literature. Henceforth no citizen who shall have improved the advantages offered

* The above refers to the Report of 1840. The writer has recently learned from the Superintendent, that the wages of teachers has advanced still more, but does not recollect to what amount. It will appear in his Report.

by our common schools, and the district libraries, will be without some scientific knowledge of the earth, its physical condition and phenomena, the animals that inhabit it, the vegetables that clothe it with verdure, and the minerals under its surface, the physiology and the intellectual powers of man, the laws of mechanics, and their practical uses, those of chemistry, and their application to the arts, the principles of moral and political economy, the history of nations, and especially that of our own country, the progress and triumph of the democratic principle in the governments on this continent, and the prospects of its ascendancy throughout the world, the trials and faith, valor and constancy of our ancestors, with all the inspiring examples of benevolence, virtue and patriotism exhibited in the lives of the benefactors of mankind. The fruits of this enlightened and beneficent enterprise are chiefly to be gathered by our successors. But the present generation will not be altogether unrewarded. Although many of our citizens may pass the district library, heedless of the treasures it contains, the unpretending volumes will find their way to the fireside, diffusing knowledge, increasing domestic happiness, and promoting public virtue."

THE SCHOOLS OF ROCHESTER IN 1838.

"The sum paid by the State to the district schools of the city, is sixteen hundred dollars a year; an equal sum is raised by taxation, making a sum of three thousand two hundred dollars. The fifteen hundred and sixty-nine children pay, on an average, one dollar and twenty-five cents per quarter, for three quarters of the year. This would increase the amount about five thousand eight hundred and eighty-three dollars, and form, with the State allowance and the taxation, an aggregate of more than nine thousand dollars; being an average of nearly five dollars and seventy-five cents for each district school pupil."

"There are now educating in other than district schools, thirteen hundred and sixty-two children, at an average of at least three dollars a quarter; which would make for the year the gross amount of thirteen thousand three hundred and forty-four dollars. So that the whole sum expended in the instruction of two thousand nine hundred and twenty-seven dollars; and the average expense of each pupil is nearly nine dollars a year."

"Under these circumstances of the entire inefficiency of our present plan, and the alarming fact that within our city bounds more than fifteen hundred children are receiving no instruction at all, your committee feel obliged to recommend to the solemn consideration and zealous activity of their fellow-citizens, some plan of relief. They are fully aware of the difficulty and delicacy of such a step. But they are not pioneers in such a reform. Evils similar to ours have been discovered, appreciated, and corrected, long ago, in our sister cities of the east. We have the benefit of their experience, and the remarkable results of the changes which they have introduced. They are not now to be considered experimental. The old and the new world furnish an animating array of facts in their behalf, and the inquiry is one which involves all the reputation of our city, its intellectual rank in the State, and, what is deeper still, its moral and exemplary effect on the surrounding country. Shall we suffer Rochester to remain thus responsible, as the intellectual and moral grave of fifteen hundred of our rising generation, whose parents have been drawn here by our enterprise and prosperity, when, by a small effort of thoughtful, concerted, and liberal action, we can elevate our means of education, and make them competent successfully to embrace our whole population? Your committee would cry shame upon themselves, could they believe that vigorous remedial action could be withheld, now that these facts, scarce before suspected, are brought to your ears and sympathies."—[From Report of Prof. Devey, Dr. Whitehouse, Henry O'Reilly, and others, Committee.]

We regret that we cannot republish all of this able report, for the facts set forth are not peculiar to Rochester. They are indeed humiliating, but it is due to that city to state, that a deep interest in this

subject now prevails among its citizens, and measures have been taken which will soon place its schools on the same high ground with that of her sister city,

BUFFALO;

for there, the plans of reform recommended two years since for Rochester, have been adopted, and her public schools have become her ornament, her hope, and her pride. There we find the plan of a local superintendent in full and successful operation, and the results so confidently anticipated from a similar County organization, most happily verified.

"The total number of children taught in all the public schools in 1837, was 679; in 1838, the number had increased to 1149; and in 1839, when the system became fairly established, the total number taught had swelled to 2,450.

"The total amount of money paid, and to be paid for salaries of teachers for the first year of the free school system, is \$7,839 83, of which \$1,585 18 was received from the State treasury, and the balance, \$6,254 65, is chargeable to the city treasury.

"This amount being much larger than has ever before been paid by the city for salaries of teachers of common schools, it is proper and necessary to examine into its merits, and compare its results with the experience of former years, thus ascertaining with some degree of certainty, whether the advantages to be derived from it, are an adequate return for the expenditure.

"In the summer of 1838, several public meetings were held in this city, on the subject of Education, which were well attended. For the purpose of arriving at accurate data in preparing a report, a committee of four from each Ward, was appointed, to ascertain the exact number of schools of all descriptions, in the city, the number attending them, and the annual expense of their instruction. This committee, which was composed of some of our most respectable citizens, faithfully performed the duty assigned to them, and the result was found to be, that the number of children in all the schools in the city, public and private, was 1,424, and the amount expended for their tuition was \$19,094, being \$13.41 per year, or \$3.35 per scholar, for each quarter.—The total number of scholars who have been taught at the public schools during the past year, is 2,450, of which we will take for the average daily attendance, the same number as those taught in the old mode in 1838, viz: 1,424, which is a low estimate, and the result shows an annual balance in favor of the present system, of \$11,254, being a saving of nearly two-thirds.

"A still greater saving will be made when the houses now building are finished; they being intended for two departments, one of which will be conducted by female teachers, who can be employed in the primary or female departments, with equal efficiency and at much less salaries than the male teachers. Another important item of economy has been gained by the adoption of a uniform series of books, in all the schools. One of the greatest evils attendant upon private schools, was, that every new teacher had his peculiar series of books, and any change of schools involved an expenditure of the price of an entire new set of books, which occasioned a large additional expense to parents. The amount saved by this uniformity of books, cannot be definitely ascertained; but will amount to a very considerable sum. An important saving is also made by the introduction of monitorial cards, for the primary scholars, in the place of spelling books, making it unnecessary to purchase spelling books until the scholar is able to read sentences of considerable length.

"It must be obvious to all, that the advantages here adverted to, can only be obtained by public schools, all amenable to the same laws; and no bond of union could be effected among private schools each having separate interests, which would accomplish the same objects.

"It is frequently urged by the objectors to the present system, that although there are a greater number educated, and at a less expense, yet the scholars are not as thoroughly educated, as they were under the old mode of instruction. This objection will, I think, be scarcely urged by any one who will take the trouble to examine the present condition of our public schools, as compared with the condition of schools generally in 1837 or 1838. The fact also, that several of the same teachers who were at the head of our most respectable and popular private schools, at the period above mentioned, are now

employed in our public schools, must naturally obviate objections of that nature. I think there is no hazard in saying, that there has never before been a set of schools in the city as uniformly good, either in an intellectual or moral view, as the public schools are, as at present organized."—[Extract from Report of O. G. Steele, Supt. of District Schools of the City of Buffalo, 1840.]

We have recently examined the schools of Buffalo, and can bear our testimony to the statements of its former Superintendent. In discipline and methods of teaching, in attention to the habits and deportment of pupils, in excellence and uniformity of textbooks, there is much that might be most usefully imitated in the schools throughout our State.

The weekly meeting of the Superintendent and trustees of the schools, to report the facts of the week, to compare views and provide remedies for evils, is one most admirably adapted to secure the constant advancement of the system; and we doubt not under the supervision of Mr. Kingsley, the present Superintendent, still more efficient means will be adopted for accomplishing the great objects of education. For it should ever be remembered that the Lancasterian system needs the most searching scrutiny, or the monitor even under the eye of a good master, will teach but parrot lessons—words, words, words. Let then the motto of her schools be that of our State, "Excelsior." And that all these PEOPLE'S COLLEGES may become equally useful, we respectfully ask the Legislature to respond to the wants of the people, and provide a similar supervision throughout the State.

SCHOOL REFORM MEETINGS.

We intended to give in this Journal a detailed account of numerous meetings in various parts of the State, on the subject of improving our Common Schools, but we have only space to state their uniform results:

1st. That the system needs immediate reform.

2d. That its great defect is the inefficiency and incompetency of the Boards of Inspectors.

3d. That the plan, recommended by the Superintendent of Common Schools, of substituting for these Inspectors a County Superintendent, all of whose time and powers should be devoted to the great object of improving the schools, would be the means of certain and progressive improvement.

REMARKS ON EDUCATION.

BY MR. RANTOUL.

Compare the general results of opposite systems of conduct. Of the artificers of their own fortunes, rarely can one be found who has built himself up by the force of a superior intellect in defiance of the obligations of morality. If here and there you may meet with a single unprincipled and profligate example of undeserved success, who seems to be basking in the sunshine of prosperity, suspend your judgment awhile, and mark well the issue. Almost invariably, some sudden catastrophe, the consequence of his violation of the principles of rectitude, arrests him in his brief career, and overwhelms him with calamity. But of the same class of self-made men, fortunately under our republican institutions a very numerous class, thousands and tens of thousands have risen, not by strength of talents, but by an unexceptionable course of direct and upright dealing in all their concerns. Turn to the other side of the account, and who people our prisons and houses of correction? Men not wanting in talents, but of unbalanced minds, and irregular and defective development of character. Men born with capacities for greatness and goodness, but wrecked and ruined in the outset, because their moral education has been neglected or conducted on false principles. Men mighty to perpetuate evil, to corrupt and to contaminate others, but imbecile for virtuous action, because their vilest passions, left unchecked when they should have been subdued, have acquired a vigor and energy which conscience cannot curb nor prudence restrain, and have assumed the complete mastery

over their whole nature. The inmates of prisons make rapid progress in all the mysteries of wickedness; yet the ablest of those pupils of sin, once discharged from their dismal abode, are the soonest to return; so little do tact and skill avail an individual in a struggle with the universal interests of society, and so surely do vicious habits and propensities, fastening upon him like an incubus which cannot be shaken off, bear down their victim with a pressure under which he cannot rise. These men employ talents, oftentimes, and exercise an ingenuity and an application, the tenth part of which would have been sufficient to insure success in any prudent course of virtuous enterprise, but which, misdirected by the impulses of a bad heart, earn for them nothing but poverty, wretchedness and just contempt, and only sink them deeper in the abyss of despair.

Thus much of the influence on our condition in life of moral character, the product of moral education, treating only of extreme cases; yet the majority, who occupy intermediate stations, are subject to the same laws. Among us, few are absolutely destitute without some fault of their own, though multitudes suffer under privations, if not extreme want, who are honest and worthy citizens, or, at least, never guilty of any heinous crime. The distress of far the greater number of these may be justly attributed to the neglect of what some consider to be moralities of lesser obligation,—such as industry, punctuality, and frugality. Though idleness, habitual procrastination, and prodigality, do not ordinarily pass under the denomination of crimes, yet they are morally wrong, and always bring after them heavy punishments. They are, moreover, the most prolific sources of intemperance, and intemperance is the parent of every woe and crime. A correct moral education, therefore, would remove most of the causes of poverty, as well as of much greater evils, by making men industrious, prompt, punctual, frugal, and temperate.

When we speak of the beneficial effect of such an education on the pecuniary circumstances of the next generation, we are far from intimating that there are not other interests involved of much more momentous importance. Heaven forbid, that morality should ever be disavowed from religious motives, and debased to a sordid calculation of profit and loss; bereft of that life-giving spirit, which elevates and ennobles it, which extends its sphere beyond the narrow confines of self, and pushes its prospective vision farther than time can limit or than space can bound.

Wealth is not only fleeting; it is neither the sole, nor the best foundation on which to rest our hopes of happiness, even while it lasts. Respectability of character is of far higher value, and much less likely to be lost through the caprices of fortune. It would be a waste of words to show, that an unsponsored moral life must confer respectability, and that respect derived from whatever qualities, without this, must be short-lived and of little worth. Equally self-evident is it, that those who live in the constant practice of moral duty, though wealth and respect should both desert them, have internal resources for consolation of which they cannot be deprived. He who possesses a conscience void of offence is passing rich, whether he has much or little of this world's goods. He who is not afraid to be alone with his Maker, is independent of the smiles or frowns of the world. The sunshine of prosperity, the tempest of adversity, neither seduce nor terrify his steadfast soul. The basis on which his happiness is fixed, the immovable, imperturbable basis of a good conscience, he owes to a good moral education.

For the purposes of such an education as we have described, our common schools are as yet, it must be confessed, lamentably deficient. The virtuous impulses which swell the heart of this great nation were hardly imparted there. The schools have done much for the intellect, furnishing the rudiments of knowledge, which their pupils have improved afterwards. Indirectly, they have done much for sound morals, because all good learning has a wholesome influence; but their direct action upon moral character has never been all that it should be. Parental instruction and guidance have formed the hearts of this generation; and, where these have been wanting, youth have been left to be the sport of casual associations and accidental circumstances. Of course, in the forming period of life, much must always depend on right beginnings; our reliance is mainly, in the first instance, upon maternal care, and afterwards on both the parents. But the school must not stand neutral; it must be brought forward, and made to fulfil its part, as the most powerful auxiliary,

Universal education, a higher education, such as shall put to shame not past ages only, but the present, must be provided for. The want is felt, and will not longer be endured without a strenuous effort to meet it. The philanthropist, the patriot, and the Christian, feel the urgent need of a generous development of the noblest powers and faculties, and the richest affections of our common nature, through that dull mass of humanity in whom they now slumber inert and almost lifeless. The refinement of taste, which, without intellectual and moral cultivation, ends only in elegant imbecility; financial prosperity, which, if not pressed into the service of virtue, may be prostituted to engender corruption; absorbing political interests, which convulse the Union to its centre, and which unhallowed ambition may pervert to the destruction of freedom, all these are insignificant, are as nothing and less than nothing, compared with this paramount necessity. The cry of the age is for true education. Its advent is longed for, and prayed for, and believed in. It seems just bursting above our moral horizon, radiant with knowledge and virtue, shedding light into the understanding, and pouring warmth into the heart, a genial sun whose beams are for the healing of the nations.—Glorious visions of future progress, and blessed omens of their coming consummation throng upon the soul, and fill it with comfort and joy, when the evidences of the earnest awakening of mankind, under the vivifying and quickening influences of this bright-dawning era, present themselves to our view.

How is the great work to be accomplished? What are our means of levelling the fortifications, impregnable since the creation of the world, in which ignorance and vice have entrenched themselves?—Hope, which was Caesar's only portion when he went into Gaul; faith in man's high nature and destiny; the ardent enthusiasm which the grand object to be attained inspires; the unquenchable zeal already active, and which will never rest, nor pause, till the victory is achieved, and darkness abdicates her narrowed empire.

It is manifest, that the people themselves must be the immediate agents in the revolution. Impressed with its usefulness, aware that the time has come for a seasonable effort, prepared to submit to sacrifices, and determined to overcome difficulties, it is in their power to begin and complete in a few years a wonderful change, extending to the entire regeneration of society. The humblest laborer in the undertaking will reap, in his own personal share of the benefit, an adequate remuneration for all his toil; and the loftiest ambition may well be allured to earn and win the enduring honor of so brilliant and dazzling an enterprise. Ignorance will not fall an easy prey; he has survived many attacks, he has grown old in dominion, he will die with harness at his back; but perish he must, if history teaches any sure lesson, if there be any thing certain in philosophy, if the steady march of improvement be not a dream, if the omnipotence of truth be not a fable, if our kind Father did not create us to be from age to age the bondmen of error. None doubt it, save the stony-ground hearers of nature's teachings, in whose minds the experience of the world is barren of consequences.

After all, the great work of reformation is to be effected in the schools themselves, and in the qualifications of the teachers more especially. One serious obstacle in the way of this improvement is, the little interest taken by the most enlightened part of the community, we speak it with regret, in the condition of the common schools, from the circumstance that their own children are receiving education in private schools at their own expense. This naturally leads to a remissness and neglect, which can by no means be justified, on the part of those who are most strongly bound by every consideration to concern themselves in the improvement of education. The number of scholars in private schools appears by the returns to be twenty-seven thousand two hundred and sixty-six, while the whole number of children in the State, between the ages of four and sixteen years, stands in the returns, one hundred and seventy-seven thousand and fifty-three. From the nature of our political institutions, these thirty thousand will not control the political destiny of the hundred and eighty thousand, thirty years hence, but just the reverse. The five-sixths will fix the standard of taste, of morality, and of general conduct, to which the one-sixth will conform, and above which very few only, with infinite labor, can raise themselves. The five-sixths will possess the legislative authority, elect the executive, and thereby fill the judiciary, according to their own notions of expediency and right. They are to have, then, the disposal of property, life, and

liberty for their generation, and are so to mould and modify the institutions of their country as powerfully to influence, for good or evil, the generation that shall come after them. Could they be left, as happily they cannot be, to grow up in political and moral profligacy, in the unrestrained indulgence of their bad passions, an individual, or a class of men, of superior wealth and education, would be merely at their mercy, a feather upon a stormy sea. No man is independent of the public immediately about him. He is elevated by its good influences, even though his early education was defective. He is debased by the daily spectacle and contact of debasement, and, though fitted for better things, generally sinks into the surrounding mass of corruption. If there be any who are deaf to the voice of patriotism, philanthropy, and duty, let them at least regard the welfare of their own offspring. The public opinion of our times is the moral atmosphere which we all breathe in common. If it be wholesome, it invigorates and sustains us; if poisonous, we all languish and the feeble perish. How imperative the obligation, and grateful the task to preserve its purity; how fatal its contamination, and how censurable its supineness through whose fault we put in peril.

We are all embarked in one bottom, and must sink or swim together. Will not the sharp-sighted look to it, that the ship be sea-worthy, and preclude sometimes avoidable dangers?

ADVERTISEMENTS.

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[These two last are in the place of the Lives of Clinton and Hamilton, withdrawn.]

SIDNEY SMITH ON EDUCATION.

"In considering the effects of education, we must not merely dwell upon the power, but upon the tendency which we have created to use that power aright; not merely ask if it is a good thing for the people to read, but to read such books as are full of wise and useful advice. A mere instrument for acquiring knowledge may be used with equal success, either for a good or a bad purpose; but education never gives the instrument without teaching the proper method of using it, and without inspiring a strong desire to use it in that manner; it raises up powerful associations in favor of integrity; it gives a permanence of opinion, not to be blown about by every idle breath of doctrine, and some deep life-marks, by which a human being may recover himself, if ever he does wander. To teach a child how he may acquire knowledge, is neither a good, nor an evil;—but to fix in his mind, at the same time, a strong bias for the acquisition of that knowledge, which makes him a better citizen, and a better Christian, is the inestimable object sought for, and gained, by education.

"Education may easily be made to supply, hereafter, the most innocent source of amusement, and to lessen those vices which proceed from want of interesting occupation;—it subdues ferocity by raising up an admiration for something besides brutal strength and brutal courage. If we were told of a poor man's family in the country, that, after the completion of their labors, they amused themselves with reading, could any human being go there, after being acquainted with such a fact, and expect to find more blasphemy, more drunkenness, more idleness, and more ferocity, than among ignorant, illiterate people? The fact is so much the reverse, that it is impossible to know that a human creature can derive pleasure from books, without feeling towards him an increased security, and respect: it is some sort of proof that such a man is not a barbarous man; that he does not thirst for blood; that he has heard there is a God; that he has given away bread to the wretched; that he has an house, an altar, and a king.

"We must remember, in this question, that all experience is in our favor; that the experiment of educating the people has been tried in many countries of Europe, to the greatest extent, and with the greatest success. We must remember, that the question of education, is not a question between a virtuous education and no education at all;—it is a question between a good education and a bad one;—you cannot repress the inborn activity of children, and render those minds stagnant, which are not progressive to a good point;—you will have weeds to eradicate, if you have not harvests to reap; and you must incur greater trouble and expense, hereafter, in punishing their crimes, than you do now in cherishing their virtues.

"There are many methods in which a community is considerably benefitted by education. A human being, who is educated, is, for many purposes of commerce, a much more useful, and convenient instrument; and the advantage to be derived from the universal diffusion of this power, is not to be overlooked in a discussion of this nature.

"Education sifts the talents of a country, and discovers the choicest gifts of nature in the depths of solitude, and in the darkness of poverty;—for Providence often sets the grandest spirits in the lowest places, and gives to many a man a soul far better than his birth, compelling him to dig with a spade, who had better have wielded a sceptre; education searches every where for talents; sifting among the gravel for the gold, holding up every pebble to the light, and seeing whether it be the refuse of nature, or whether the hand of art can give it brilliancy and price: there are no bounds to this sort of education; how do we know that there may not be here, one who shall enlarge the boundaries of human knowledge;—who shall increase the power of his country by his enterprise in commerce;—watch over its safety in the most critical times, by his vigilance as a magistrate;—and consult its true happiness by his integrity, and his ability, as a senator? On all other things there is a sign, or a mark;—we know them immediately, or we can find them out; but man, we do not know; for one man differeth from another man, as Heaven differs from earth;—and the excellence that is in him, education seeks for with vigilance, and preserves with care. We might make a brilliant list of our great characters, who have been born in cottages;—may it ever increase;—there can be no surer sign that we are a wise, and a happy people."

WHAT CONSTITUTES A STATE?

"What constitutes a State?
Not high-raised battlement or labor'd mound,
Thick wall or moated gate;
Not cities proud, with spires and turrets crown'd;
Not bays and broad-arm'd ports,
Where, laughing at the storm, rich navies ride;
Not starry'd and spangled courts,
Where low-brow'd baseness wafts perfume to pride,
No: men, high minded men."—*Sir W. Jones.*

"Massachusetts, while a weak and humble colony, embraced the great principle, that a people to be free must be enlightened, and was the first to engrave it upon her public policy. This prop originally raised to sustain and carry out freedom of opinion in religion, soon proved to be the strongest pillar in the political fabric. Her schools have shed a lustre upon her career and imparted a stability and moral dignity to her character, the influences of which have passed her own limits, and are felt at the remotest borders of this confederacy.

"To extend to a whole people the means of moral and intellectual improvement; to employ the resources of the State to make all wise and good, by enlarging their capacities for enjoyment and usefulness, is a noble conception, as it unfolds the mental strength of the poor and opens the way for all to attain to honor and fame. We see among us at all times the powerful workings of education, in the fact, that a large portion of those who embellish the walks of literature, or adorn the learned professions, or signalize themselves in the halls of legislation, are the sons of persons comparatively poor.

"Thus the schools are constantly exerting a great influence upon our destiny by adding fresh vigor, power and moral energy to the popular mind, and qualifying it to sustain the great cause of equality of rights in the most comprehensive sense. While Massachusetts has thus rested her hopes of the future upon the intelligence and moral rectitude of the people, she has seen no cause to distrust the wisdom of her policy."—*Gov. Davis.*

DOGS.

William Russel resides in one of our Massachusetts villages. He has recently been to New-York; and, on the evening after his return, while his brother and sisters were arranging their new toys, he began to describe, as well as he was able, the wonders he had seen in the great city. The toys were soon forsaken to listen to him; John's stag-hunt was but half set up; Anne's city looked as if an earthquake had tumbled down churches and houses in its path; and Mary's doll was permitted to remain half dressed; and even little Bess, the baby, caught the spirit of listening, ceased to jingle her silver bells, and, in sympathy with the rest, fixed her eager eye on William.

"Of all that I saw in the city of New-York," proceeded William, "that which pleased me most was the learned dog Apollo."

"That is exactly like you, William," exclaimed little Mary. "You always seem to care more about dogs than any thing else."

"Not one half so much as I care about you, Mary," said the affectionate boy, kissing his sister's round, red cheek.

Mary's eyes sparkled; she threw her arm over her brother's shoulder. "Well, tell us all about Apollo, Will," she said.

William then went on to recount the wonderful performances of this most wonderful of all speechless animals. "Apollo," he said, "is a Greek by birth; like many other heroes, a native of the celebrated city of Athens; but he is owned and has been educated by an Englishman."

"Educated, William!" exclaimed John; "a dog educated! that is a good one!"

"Yes, educated, or taught, if you like that better, John; and, if you will please to listen instead of laughing, you will find that your education had been going on a long time before you knew as much as Apollo does. When he was exhibited, a circular piece of baize was spread on the floor, and twenty-six cards placed around its edge, with the alphabet printed on one side of them, and numbers, up to twenty-six, on the other. The spectators encircled the baize. They were requested by Apollo's master to ask him to spell any name that occurred to them. Several names were put to him, which he invariably spelt right." "Could he speak?" asked Mary.

"Oh! no, no, Mary; I never heard of but one dog that could speak—a dog belonging to a peasant of Misnia; and he could pronounce but twenty-five words."

"A dog speak!" said Mary, shaking her head incredulously; "that I never will believe."

"Neither should I believe it, Mary, but papa read me the account, which is by Leibnitz, a great philosopher, who saw the dog; and I had rather believe a dog could speak, than that a great man would give a false report. But, though my dog Apollo cannot speak, he makes himself perfectly understood. For instance, I say 'Apollo, spell Mary!' He walks slowly round the cards, stops before MARY, and puts his nose down to each; or, if you choose, he will bring them, and lay them at your feet."

"Ah, but Mary is a very, very short name; do you believe he could spell Alexander?" asked the little girl.

"Yes; I put that to him myself, and several other names; but he astonished me still more when he came to his arithmetic."

"Arithmetic!" exclaimed John; "well, if a dog can learn arithmetic, I hope I shall have a little more patience with it."

"Yes, arithmetic. He will multiply or subtract any number within twenty-five. For instance, you ask him, 'Apollo, how much is five times four?' and he will bring you the card on which twenty is printed. Or if you say, 'Apollo, add together three times five, and subtract six,' he will bring you the card on which nine is printed."

"Oh!" said John, "he could not know all that. It is a mere trick. I dare say his master makes him some private sign."

"Ah! John, as a gentleman said at the show, to get rid of one difficulty, you make a greater. Many of the spectators were watching the master, and they could not perceive the least communication between him and the dog; so the dog, to see these signs, which you suppose, must have had keener wits than any of us. He did many other things, but they did not appear so wonderful to me, because they were uniform answers to certain questions, which might have been often repeated to him. For instance, he would tell the capitals of all our states, and of the countries of Europe; where he was born; his age; the places he had visited, &c. He had even made acquaintance with the stars; could tell you the names of the planets; their distance from one another, and from the earth; the time they take to make their revolutions round the sun; and, in short," continued William, smiling, "he is quite a Newton among dogs."

After the children had exhausted their inquiries and expressions of admiration, William asked his mother if she did not think that, at some future time, there would be schools for dogs, as there were now for children. His mother thought not. "Men," she said, "teach one another. One race of boys educated, teaches the next; but God, in denying speech to dogs, has denied them the power of transmitting their knowledge. Apollo, learned as he is, cannot impart his knowledge to another dog; and it is not probable that man will ever make it his business to teach inferior animals, since such knowledge could be of no use after it ceased to be a curiosity. But, my children, we ought to be very glad to see the art of man employed on any other powers in dogs than the power of destruction. How much pains have been taken to train this interesting and useful animal to pursue and destroy other animals. In England, our mother country, dogs have been trained to fight and tear bulls for the amusement of the people. This disgusting sport was called bull-baiting. Even queens forgot the gentleness of their sex so far as to be present at these sports. Queen Mary entertained a French ambassador for two days successively with an exhibition of this kind, only fit for Hottentots; and was herself present."

Miss Sedgwick.

BOURDALOUE.

Bourdaloue used no action; Bossuet and Massillon used much; the action of the last was particularly admired. It produced an extraordinary effect, when he pronounced his funeral oration upon Lewis the fourteenth. The church was hung with black, a magnificent mausoleum was raised over the bier, the edifice was filled with trophies and other memorials of the monarch's past glories, daylight was excluded, but innumerable tapers supplied its place, and the ceremony was attended by the most illustrious persons in the kingdom. Massillon ascended the pulpit, contemplated, for some moments, the scene before him, then raised his arms to heaven, looked down on the scene beneath, and, after a short pause, slowly said, in a solemn subdued tone, "*Mes freres—Dieu seul est grand!*" "God only is great!" With one impulse, all the auditory rose from their seats, turned to the altar, and slowly and reverently bowed.